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ABSTRACT

Presented is the teacher handbook developed as part of Project TEAM (Teacher Encouragement to Activate Mainstreaming) to improve attitudes and skills of regular secondary teachers working with educable mentally handicapped or educationally handicapped students. Sections of the handbook include an introduction, a brief consideration of classroom management, a flowchart for the selection of course objectives, guidelines for personalizing instruction, hints for problem solving, a suggestions chart offering specific strategies to change behaviors exhibited in the classroom, a case study, and a glossary of about 50 terms such as aphasia and directionality. (DB)

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PROJECT TEAM

TEACHER ENCOURAGEMENT TO ACTIVATE MAINSTREAMING

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AUGUST 1977

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DEDICATION

This Teacher Handbook is dedicated to the teachers in Project TEAM whose efforts made the Project successful.

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TEACHER HANDBOOK

table of contents

TABLE OF CONTENTS

I. INTRODUCTION 1

II. CLASSROOM MANAGEMENT IN MAINSTREAMING 2

1. Selection of Objectives for Course 3
2. Personalizing Instruction 4

III. PROBLEM SOLVING 9

1. Suggestions Chart 10
2. Case Study 15

IV. GLOSSARY 17

introduction

INTRODUCTION

Teacher **E**ncouragement to **A**ctivate **M**ainstreaming (Project TEAM), conducted at La Habra High School, proved that with high interest and commitment on the part of the regular teacher the special education students were better off being integrated into the regular classroom. Being "integrated" means placement of special education students in the regular classroom as "regular" students.

The special education students should not be separated from the regular group, but should take part in regular activities. Ways of adapting to the needs of special education students are presented in the section on Personalizing Instruction.

The special needs of these students will vary greatly. For example, some will be weak in reading skills but contribute ably to class discussions; others will read quite well but will have problems in following directions or class procedure. The combinations of learning problems for special education students are many and varied but are really not much different than those encountered in regular students except in degree.

The alterations needed in methodology and materials to work with special education students serve to make the classroom teacher more effective in meeting the needs of **all** their students. Knowledge of the needs of special education students gained by regular teachers through preservices and inservices is helpful to them in adapting instruction to the readiness of exceptional pupils.

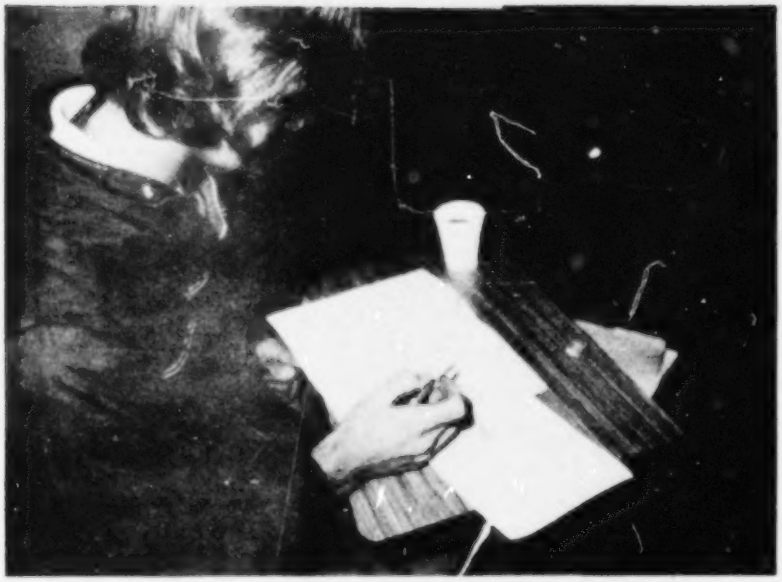
Resources (persons or resource room materials) to the regular classroom teacher are helpful to the teacher when adapting instruction to students and providing study assistance outside of class. The teacher is always encouraged to work directly with the student. But should the communication between teacher and student fail, or should the student need assistance beyond what the classroom teacher can give, the resource person must be prepared to assist.

- Regular teachers working with special education students become progressively more able to refine instructional procedures to meet individual needs.

- Special education students gain self esteem by being able to succeed in classes with regular class students.

- Regular class students become aware that their stereotypes of "special education" students are inaccurate and exaggerated misconceptions.

- Personal interaction between a caring teacher and the student contributes more to development of a confident person with integrity than preoccupation with subject matter content.



classroom management in mainstreaming

CLASSROOM MANAGEMENT

Classroom management in mainstreaming centers around the strengthening of abilities and prevention of further problems. In order to accomplish this with a special education student, the regular classroom teacher must first know the students' strengths and weaknesses in the content area being taught. Some of this information may be obtained from the student data sheets and some from the resource person. However, it is imperative that the information be updated by additional testing in the regular classroom by the regular classroom teacher. This in-class pretesting can be either formal (paper and pencil) or informal (teacher observation), but to be useful it should produce diagnostic/prescriptive information on all students. Once this information is available for each student, groupings can be formed to provide a variety of instructional activities. This permits the selection of adaptive methods and materials to fit the unique entry level skills of the students. In this manner, instruction becomes truly personalized.

Since most schools do not have sufficient money to provide teachers with the multitude of published instructional materials available, it is necessary to turn to local resources. It is possible for the staff to develop or adapt a variety of materials to meet the unique instructional needs of special education students. While it is true that these students do need materials that are "high interest, low difficulty," whether or not they are teacher-developed, the most critical factor is the manner in which these materials are presented to the student. The **process**, then, becomes the major emphasis of classroom management in mainstreaming. The reason for this is that special education students each possess a variety of unique deficiencies usually referred to as learning disabilities. The pretesting phase referred to above, in addition to revealing levels of academic, social, and emotional growth, provides important information about how these deficiencies affect the students' ability to learn.

Learning occurs principally through visual and auditory channels and when weaknesses occur in either or both of these, careful accomodations must be made in the manner of presenting instructional materials and in the teacher's expectation for growth. Visual and auditory and other sensory modalities can be utilized to help students process information and thus increase their potential for learning.

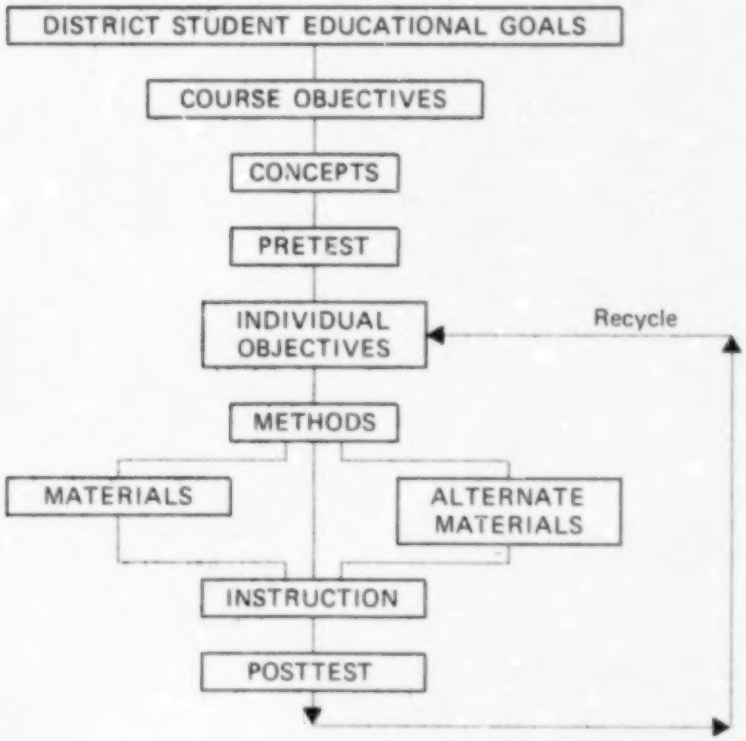
How skillfully the teacher personalizes instruction will largely determine the success of the special education student in the regular classroom. When the conditions for learning are appropriate to the learner's readiness and reinforced practice is provided, the student will not fail.

selection of course objectives

SELECTION OF COURSE OBJECTIVES

Regular courses are sometimes designed to teach the content of an adopted textbook instead of being designed to teach concepts. While a course of study may be designed to teach certain concepts, if the teachers do not identify these in the materials they are using, students may not be able to perceive the concept from content in the book. However, if the course is centered around teaching identified concepts, the text then becomes only one way of teaching those concepts and teachers are freed to choose from other methods and materials.

For this reason, in working with special education students, teachers are asked to identify the **concepts** they are teaching. It is then much easier to personalize instruction. The procedure should be as follows:



personalizing instruction

PRETESTING

WHY SHOULD PRETESTS BE GIVEN?

- Instruction must begin where the student is and go from there.
- We cannot assume we know "where" the student is.

WHAT SHOULD BE IN A PRETEST?

- Vocabulary — that to be taught and that you assume the students know
- Some skills/concepts you plan to teach
- Some prerequisite skills/concepts student is assumed to have on entry to your course. For example, does the student have the following abilities:
  - the ability to read at a given grade level. (You may need to do a readability study on your text, tests, and handouts.)
  - the ability to write, to write a full sentence, or to compose paragraphs and essays
  - the ability to copy
  - the ability to listen
  - the ability to take notes
  - the ability to do the "basic 4" in math
  - the ability to read and decipher word problems in math.
- Behavior considerations — does he/she have a history of the following behaviors:
  - being in class
  - being on time to class
  - completing assignments
  - turning assignments in on time
  - being quiet/listening in class
  - contributing to class discussions
  - asking questions
  - working well with peers.

SUGGESTED WAYS TO WORK WITH LEARNING DISABILITIES AND ASSOCIATED BEHAVIORS IN THE REGULAR CLASSROOM

IDENTIFIED DISABILITIES OR WEAKNESSES:

Fine Motor Activities — Precision in delicate muscle systems

- Example of disability: Handwriting illegible, messy work, leaves words out, leaves endings off words, leaves letters out.
- Remedies:
  - Allow extra time
  - Allow oral options — oral tests and assignments
  - Adjust grading criteria
  - Allow alternate assignment not requiring written work
  - Have work dictated to another to write
  - Have student dictate into tape
  - Shorten assignment

Directionality — Differentiation of right from left

- Example of disability: Has difficulty distinguishing right from left, top from bottom, north, south, east, west, in instructions. Confusion with directionality may cause lack of comprehension of concept.
- Remedies:
  - Use visual aids to show the direction
  - Point out comparisons
  - Get feedback from students to be sure they understand

Occular Control — Coordination of eye muscles

- Example of disability: Eyes drift, student has difficulty focusing and often experiences fatigue in reading, misreads some words.
- Remedies:
  - Limit reading assignments
  - Read some parts aloud
  - Use class discussion
  - Use texts with larger print

Visual Motor Coordination — Ability to reproduce visual stimuli

- Example of disability: Difficulty in copying material.
- Remedies:
  - Allow extra time to copy material from board
  - Allow extra time to copy from other students or from teacher materials
  - Provide a copy for student (ditto or xerox)
  - Provide a copy of other student's notes

Visual Perception — Ability to perceive visual stimuli

- Example of disability: Misreading of common short words as who-how, ever-every, was-saw, then-when; leaving endings off words and leaving words out in reading; number reversals. Can't handle large quantities of reading; reading grade level often very low; interferes with comprehension.
- Remedies:
  - Read to student — through tape or another student
  - Give easy reading assignments
  - Give only short reading assignments
  - Give alternate assignments not requiring reading
  - Encourage reading through class discussion of material

Auditory Discrimination — Ability to discriminate between similar sounds

- Example of disability: Difficulty discriminating between past and present tense; singular and plural.
- Remedies:
  - Repeat instructions
  - Restate important parts, **differently**

Auditory Sequential Memory — Ability to recall in correct sequence and detail prior auditory information and ability to retain this information.

- Example of disability: Cannot follow oral directions with sequence of steps.
- Remedies:
  - Write and orally present the material
  - Use tutor to assist
  - Work in groups or with peers
  - Supply printed instructions
  - Reinforce oral directions with repetition

Oral Communication — Ability to speak with proper syntax and articulation

- Example of disability: Has infantile articulation or unclear speech; has difficulty expressing thoughts verbally; leaves endings off words; has immature speech patterns such as "Wed Wose."
- Remedies:
  - Ask student to repeat, clarify or restate
  - Team with friends in a very small group
  - Work from one-to-one to small group to whole class if possible.

POSSIBLE INSTRUCTIONAL ADAPTATIONS IN MAINSTREAMING

Large Group Instruction

Definition: A group of more than one-fifth the class size.

Advantages:
- Useful for lecture; introduction to material; general instructions

Disadvantages:
- Yields fewer benefits than a small group
- Does not allow enough time for all students to ask questions
- Is socially embarrasing for some students to participate in discussion
- Moves too fast for some and too slow for others.

Small Group Instruction

Definition: A group of two students up to a group size equal to one-fifth the class.

Advantages:
- Allows peer help and direct communication between students
- Frees teacher to circulate, observe, and evaluate individual progress of students
- Encourages participation of all students
- Allows more variety in assigning student objectives

Disadvantages:
- Makes the special education student too visible; spotlights his disabilities
- Can cause withdrawal if group is competitive

How to Design:
- Depending on objective/goal of teacher, group may be designed around homogeneous groupings or heterogeneous groupings. Some factors are:
  1. ability level
  2. sex
  3. cultural background

When to Redesign:
- When goal has been attained or activity is completed
- If goal is unattainable

Flexible Seating Arrangement

Definition: Permits variations in seating arrangements depending on the purpose of the activity. Examples: Large circle, small circles, "U" shape, or random groupings.

Advantages:
- Encourages student participation and involvement in group activities
- Encourages teacher-student interaction

Disadvantages:
- Encourages talking in some arrangements
- Can limit teacher circulation — depending on class size

When to Redesign:
- When purpose of activity changes

Peer Tutoring:

Definition: Use of other students to help (special education) students

Advantages:
- Permits additional help — almost total help all the time
- Encourages social acceptance
- Enables explanation of assignment in student terms
- Increases tutor's own learning (through teaching)
- Encourages tutee to help others

Disadvantages:
- Can permit tutee's dependence on tutor
- Can result in personality conflict which could be unproductive
- Can result in tutor feeling burdened — followed by resentment

How to Design:
- Match peer tutors/special education students — match by personality and sex
- Establish working relationships — show them how and what each one is to do
- Match according to assignment — team with student who understands
- Student need not be an "A" student

When to Redesign:
- When it doesn't work
- When students are no longer productive
- When assignment is over
- When student demontrates he no longer needs help

Alternate Materials

Definition: Exceptionally good materials from the standpoint of interest and adaptability. Materials that develop concepts or reinforce content area through easier reading, films, or tape. (See "Alternate Texts" also.)

Advantages:
- Allows coverage of broader range of concepts
- Allows flexibility in approach with special education students
- Allows for motiviation of some special education students

Disadvantages:
- Makes student feel "different" if materials are not used for everyone
- Creates more work for teacher in terms of evaluation

How to Design:
- Base on student need
- Decide on concepts/content and time available for use prior to selection of materials; e.g., if this is for extra credit, materials need to limited

When to Redesign:
- When results are evaluated as being unproductive
- When goals change
- When student can be moved back to regular material

Alternate Texts

Definition: A secondary text used to meet special needs of certain students.

Advantages:
- Allows teacher to meet special student needs
- Allows teacher to challenge all students

Disadvantages:
- Creates more work for the teacher
- Can be expensive
- Makes student feel "different"
- May not be readily available

How to Consider for Adoption:
- Determine how well topic is covered
- Determine reading level
- Determine appropriateness to student population: age and interests of students.

When to Redesign:
- Given numbers of alternate texts covering a wide range of reading levels, the only time to redesign is upon receipt of new and better publications

Contracts

Definition: A methodology by which a teacher may meet the individual student needs. Should be written and signed by both teacher and student.

Advantages:
- Allows consideration for individuals abilities/ disabilities
- Allows success (responsibility on student)
- Eliminates some pressure on students

Disadvantages:
- Creates more work for the teacher
- Creates responsibility for student who may not be able to handle it

How to Design:
- Consider student's interests, reading ability, grade goals, teacher goals, student's work ability.

When to Redesign:
- Upon completion of contract
- When contract is not meeting needs of student/ class/teacher

Audio-Visual Materials

Definition: Any audio and/or visual materials that can be used to introduction to or reinforcement of course concepts. Can be demonstrations put on by teacher; telelvision; movies; film-slide presentations.

Advantages:
- Gives student quick overview when used as introduction
- Teaches skills through visual demonstration
- Reinforces reading
- Reinforces lectures
- Increases probability of learning when audio and visual are used together

Disadvantages:
- Can cause student to become more dependent on concrete rather than abstract presentation of experiences; e.g., television as opposed tc reading
- Can be less effective is audio or visual approach is used singly

How to Design:
- Use board demonstrations, 3-D demonstrations, television, movies, filmstrips with cassettes
- Use to introduce material, unit; give background information
- Use to reinforce concept being taught

When to Redesign:
- Avoid using if visual material isn't meaningful
- Change when student interest drops

PROBLEM SOLVING

problem solving

PROBLEM SOLVING

The success in solving problems concerning special education students depends greatly on the cooperative efforts of the resource person and the regular teacher. Immediate intervention on identified problems is a must in order to prevent further problems. The first determination should be whether or not the problem is basically behavioral, academic, or a combination of each. The resource person should suggest to the regular teacher alternative methods or materials that are possible for a particular student. Problems should be solved through action between the regular teacher and the student. However, if this is not effective, outside support may be necessary. The resource person should then confer with the student to be sure how the problem is seen from the student's perspective. If communication is lacking, or is ineffective between the teacher and the student, a three-way conference should be set up to include the teacher, student, and resource person. The resource person acts as a mediator and the conference usually results in a solution agreeable to all parties.

Possible conferences involving more staff members, parents, student, or other professional staff members may occasionally be of value if the three-way conference is not successful.

suggestions chart

SUGGESTIONS CHART

Behaviors Exhibited In Classroom	Student Comments To Resource Person	Possible Causes Of Behavior	Strategies For Change
• Tries to drop class • Cuts • Doesn't participate • Derogatory comments	"The teacher gives a lot of homework" "He fails everybody" "He won't listen to students"	• Failure experiences of other students are transferred to special education student	• Meeting with teacher & special education student prior to class or after school on first day
A.M. • Frequency of first period absences • Chronic first period tardy	"Bad time of day"	• Tired early A.M. or afternoon • Arrives to school late	• Refer to resource person to have student reassigned to mid-morning academic classes • Request resource person to arrange study class period one or six • Contract; tie credit into being on time • Contact parents
P.M. • Frequent absences • Chronic Tardies		• Hasn't been required to attend special education academic classes in afternoon • Peer pressure to stay out of class	
• Talking back • Ignoring teacher's instructions • "Invents" reasons to leave class	"Required classes are too disciplined" "Too many hassles"	• Regular class experiences have been more demanding than special class	• Vary assignments • Arrange class differently • Do group assignments, out of class
• Staring into space • Not turning in assignments • Not prepared	"Too many notes required"	• No experience taking notes • Writing skills not adequate • Listening skills not adequate • No pencil or paper	• Teach class or special student how to take notes • Give extra credit for notes • Allow student to copy someone else's notes • Make teacher's copy available in class
• Assignments late or missing • Many excuses • Begins to find fault with class or teacher • Shows high degree of anxiety • Doesn't smile or mix with others	"Not enough time to complete project"	• Often behind in all assignments — "snowball effect" • Doesn't understand assignments • Doesn't know where to start	• Do periodic check • Require parts of large projects to be turned in prior to final due date of entire project • Allow class time • Get information to resource teacher for use in special class • Allow more time • Have a time table

Behaviors Exhibited In Classroom	Student Comments To Resource Person	Possible Causes Of Behavior	Strategies For Change
• Procrastination • Assignments late, not finished	"The work is too hard; I don't understand it"	• Fear of failure • No training in knowing where to start • Outside activities interfere • Student doesn't manage time well	• Take students through projects step-by-step • Require parts of an assignment to be turned in prior to the date the entire assignment is due. (This also ensures closer monitoring of student progress; students having problems may be more easily spotted)
• Talking • Causing distractions • Homework not done	"This is not going to help me in my life"	• Unfamiliar material — irrelevant to student's lifestyle • Little or no connection to other concepts	• Alert student to application of concept to his lifestyle • Make assignments relative to student interests or current needs • Use games as reinforcers • Show interrelationships of disciplines
• Student exhibits no behavior problems but assignments are missing • Absence on day of test	"Class is o.k., no problems"	• Extended excused absence • Does not understand assignment • Difficulty with reading or writing • Hasn't been taught to work alone	• Schedule time to talk with each student about assignments in or missing • Post list on board identifying assignments and due date • Assign peer tutor • Ask for resource room support • Have all students keep checklist of assignments • Repeat directions for assignments
• Daydreams • Restless • Causes distractions • Talks • Destructive to materials • Frequent absences	"Class is boring"	• Doesn't understand material • Absent too much, loses material continuity • Can't see relevancy of subject • Work is too hard for him • Some activities/assignments in class may be threatening	• Listen to student's comments • Find out what he does know (lets you know when he stopped tuning in) • Student must be made aware that he is responsible for his own learning • Ask student to tell you when he is bored or when work is too hard • Give alternate assignment to fit student's interests

Behaviors Exhibited in Classroom	Student Comments To Resource Person	Possible Causes Of Behavior	Strategies For Change
• Student never asks questions • Refuses or is reluctant to participate in activities • Student returns after long absence, asks no questions or appears bewildered • Avoids teacher • If asked, says he needs no help	"Teacher never helps me"	• Fear of appearing "stupid" or "slow" • Fears teacher won't listen or understand problem	**To The Teacher:** • Ask student to show you what he's done in current assignment • Always encourage • Help student get started • Assign peer tutor help • Show interest • If inconvenient at present, set specific time to confer with student • Allow in-class time for students to work while you monitor progress or have individual student conferences **To The Resource Person:** • Schedule conference with student and teacher and resource person • Student needs more personal contact with teacher **To The Student:** • Attend class (can't begin to understand or pass class if you're not there) • Talk to teacher, see him before class, after class, at break, before school, after school, noon; make appointment for a special time • Make arrangements to see teacher during his conference • Ask questions in class, after class, of other students • Ask for opportunity to work with a friend in class • Attempt to take notes
• Absence on any test • Doesn't allow time for study		• Fear of failure • Doesn't have time for study • Doesn't know how to study for test	• Arrange for in-class study with just one or two others instead of larger group • Allow independent study • Encourage group interaction, but direct his group more than others • Spend time with each group helping organize

Behaviors Exhibited in Classroom	Student Comments To Resource Person	Possible Causes Of Behavior	Strategies For Change
• "Kicking back", leaning back in chair, obviously not paying attention	"Class is dumb" "Class is boring"	• Cannot follow line of reasoning • Bored with level of information (incomprehensible oral or written material)	• Positive involvement • Ask for a response which cannot be wrong, but can be applied to given subject • Make the act a "normal routine" and take attention away from student • Give "positive care" routine • Lecture from spot where student is "kicking back"
• Daydreaming	"I want out of that class"	• Academic problem • Emotional problem • Physical problem • Not interested in subject-lesson • Sees no relevance to his life	• Approach student after class and indicate "caring" • Attempt to involve student in class activity • Increase personal attention to student
• Not bringing materials to class	"I don't want to carry those things around all day" "Somebody always steals my stuff"	• No locker • Shares locker • Things stolen • Forgot • Left at home	• Storage area for student's materials • Scratch paper with writing on one side to encourage bringing own clean paper • Reward (grade) for bringing materials • Do not allow to go to locker or allow only after completing given task • Express displeasure without blowing it out of proportion • Compliment student for bringing materials when he remembers
• Showing off; the "class clown"	"What am I doing wrong?" "I didn't do anything"	• Avoidance • Payoff from peers is more than from teacher • May be excited about activities outside of class	• Ignore • Allow student's verbal expression • Express that behavior is unacceptable and must cease • Isolate student • Send on errand • Give student compliment for acceptable form of behavior • Saturation method (make repeat behavior) • Give student opportunity to obtain attention constructively

Behaviors Exhibited In Classroom	Student Comments To Resource Person	Possible Causes Of Behavior	Strategies For Change
• Student consistently fails tests in spite of his aparrent attention and motivation; won't ask questions or communicate to teacher that he is having trouble	"I don't know how to do any of the work"	• Material presentation is unclear and not meaningful to student • Wants to appear "regular" • Fears asking questions might reveal his weaknesses	• Design various ways of obtaining more frequent feedback from student • Design assignment/project to reveal relevancy to student of content • Limit lectures and increase student participation

• Student shows weakness in written language (spelling, sentence structure)	"The teacher thinks this is an English class"	• Hasn't been taught writing skills	• Grade on content only
			• Lessen amount of written work required:
			  • fewer written assignments
			  • require less in quantity
			  • go to short answer type of question
			• Enroll student in special class to develop writing skills

• Student won't participate in group activities appears withdrawn	"It's a dumb class"	• Feels uncomfortable with peers • Doesn't think he is equal to peers in knowledge or skills	• Assign peer tutor before doing group work • Allow student to choose peer or peers with whom he'd like to work • Allow individual completion of assigned work
• Acting out in classroom (hitting others, yelling out, hitting furnishings in room) • Erratic attendance	"This class is dumb" or refuses to acknowledge problems and replies "I'm doing o.k."	• Not enough personal attention in class • Unable to do work	• Schedule private conference with student to determine cause of behavior and student's interests • Assign short term task or room responsibility to student on entry to class each day • Contract with student regarding his behavior

case study

CASE STUDY: ATTENDANCE*

John and Mark had been cutting ther first period class more and more often. When in class, both seemed to follow class procedure and understand the class content. However, as absences increased, their ability to handle assignments decreased as they had neither the information to do the assignments nor the assignments themselves. This resulted in their becoming disruptive in class, and they stopped following class procedure. At this point, they were asked to leave the class.

The resource person was contacted and she held conferences separately with the students and the teacher, and then a three-way conference was held with the students, teacher, and the resource person together. A contract was mentioned as a possibility for encouraging the students to attend. The students agreed to be in class (no actual contract was signed), but the next day they cut class again. In fact, a pattern seemed to be developing of the students cutting following conferences with adult personnel. Apparently, the students thought that no one would check on them for a few days following a conference. Since the cutting had continued and conferences seemed to be of no avail, the resource person decided to contact the parents. Only one parent could be reached but that parent was extremely cooperative and requested notification when his son was not in class. All teachers with whom the students were scheduled were contacted. It was discovered that the cutting pattern persisted throughout the day in all classes.

With cooperative efforts of the regular teacher, special education teachers, and parents, the students were allowed to return to class, and their attendance was monitored daily in each class. The resource person (who had flexibility of time to find them or call their parents when they weren't in class) immediately searched out the students during the first period for the regular teacher if the students were not in class. When the students realized that their teachers, their parents and the resource person were working together in their interests and were in accord on the need for their attendance, they started attending on a regular basis.

However, by this time the students were so far behind in their regular academic class that they had to, in effect, negotiate for readmittance to class for credit. The resource person met with the teacher and a three-way conference was set up again where it was agreed that the boys would meet in the resource room for a few days to catch up on the work. After their work was completed, there would be a new conference to determine if the quality and the quantity of the work and a change in their attitude were sufficient to warrant readmittance to class.

Though late every day to the resource room and very derogatory in comments directed towards the work and the regular class, the boys did do their work. When the work was done, however, they appeared to be proud of their accomplishments. At the end of the time (about four days), the four persons concerned met to review the work. The boys were polite and listened carefully. The teacher went over all their work and gave them credit. He stated that their efforts made it possible for them to pass if, in addition, they came to class every day, made-up two more assignments, did the next assignment, and took the final. The boys agreed and seemed pleased.

A contract was written to establish exact requirements and credit. The boys were given a choice of returning to class immediately so as to be able to participate in a class game, and receive credit for same, or of completing their work in the resource room prior to returning and then skip the game and accompanying credit. They chose to remain one more day in the resource room and return to class at the beginning of the following week.

It became evident that the boys benefitted from the conferences, the "time-out" in the resource room, seeing the teacher correct and give them credit for their work, talking to the teacher and setting up some reasonable, short-term goals for passing the class. They also appeared to have more self-respect and responded more maturely than before when given a choice of when they could return to class.

There were no further problems and both the boys passed the class. Though the problem persisted in some degree throughout most the semester, the actual time spent in conferences was not burdensome. The boys, through the cooperative efforts of the regular teacher, resource person, and parents, met the challenge of completing a regular academic class.

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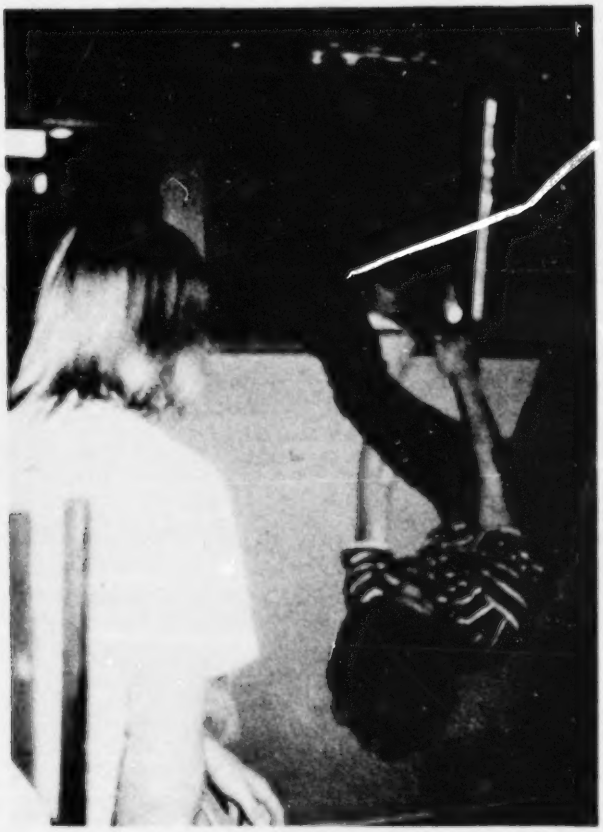
* This is one case selected from a variety of problem cases that were successfully resolved.

This successful experience for them will undoubtedly increase their attendance in regular classes in the future. The time invested by adult personnel at the proper moment prevents problems at a later date. In the long run, time is saved; there is a lessening of tension for student and teacher; and more student success in regular classes is assured.



glossary

GLOSSARY FOR USE WITH THE EXCEPTIONAL PUPIL

The following terms and examples of how they are manifested in special education students. The examples illustrate observable behaviors in secondary students.

Aphasia — Aphasia is the inability to use and/or understand spoken language. The receptive aphasic has problems piecing concepts together. The expressive aphasic has problems in reading, writing and/or speaking. Student leaves words out of sentences; leaves endings off words; has difficulty expressing thoughts.

Auditory Acuity — The ability to receive and differentiate auditory stimuli. Student with a disability is unable to identify particular sounds.

Auditory Discrimination — The ability to recognize the difference between sounds.

Auditory Memory Span — The number of items that can be recalled from general auditory information. Includes immediate and delayed recall of digits, words, sentences and paragraphs or free and controlled recall. Student lacking this ability is unable to follow oral directions — would affect his note taking.

Auditory Perception — see "Perception"

Auditory Sequential Memory — The ability to recall in correct sequence and detail prior auditory information. A problem in this area is inability to follow a series of directions given orally.

Behavior Analysis — Systematic application of the principles of learning. Analysis of student's behavior; identification of antecedents and consequences that control this behavior; modifying the antecedents and consequences so as to change undesireable behavior to desireable behavior. Students can be taught self-control through same methods.

Channels of Communication — The sensory-motor pathways through which language is transmitted, such as visual-motor; auditory-vocal; visual-auditory vocal; auditory-motor; and auditory-visual motor.

Closure — A behavior that signifies pattern completion; the mechanism responsible for the automatic completion of familiar events. An example of this is seeing a portion of a word or a sentence and being able to fill it in properly, i.e., dogs bark, cats (meow).

Decoding — The ability to understand the spoken or written word. Disability here may show as not being able to understand directions or concepts when spoken or written or both.

Directionality — The ability to know right from left, up from down, forward from backward and directional orientation. Disability here could be shown as confusion whenever such directions are used or may cause student to be slow in responding to questions using directionality.

Discrimination — The act of distinguishing differences among stimuli. Disability is shown by inability to distinguish between similar sounds or similar words — see auditory discrimination and visual discrimination.

Distractibility — Forced responsiveness to extraneous stimuli. An example is being easily distracted by noises or movements inside or outside the room. May appear to have a short attention span.

Dyscalculia — A term sometimes used to refer to a loss of ability to calculate, to manipulate number symbols or to do simple arithmetic. With this problem student appears confused. May result in high degree of anxiety. May be able to add single column but not double; short columns but not long columns; may be able to add and subtract on paper but unable to make change with money.

Dysfunction — Abnormal or imperfect behavior of some part of the organism. Exemplified by being unable to function in specified areas such as written or oral expression.

Dysgraphia — Term sometimes used to refer to an impairment in spontaneous writing, the ability to copy being intact. Examples would be: difficulty in taking notes; in taking essay or even short answer tests; in doing written assignments.

Dyslexia — Sometimes used to refer to a pronounced problem in reading; generally believed to be the result of cerebral lesions. Exemplified by only first or second grade level in reading in high school. Confusion especially shows up in shorter "simple" words. Student may recognize word if someone reads it to him but he has great difficulty in word recognition either by whole word approach or sounding out. May read "then" as "when", "how" as "who."

Encoding — The ability to express oneself verbally, orally or in writing. This is demonstrated by students who cannot put thoughts into words (either in speech or on paper).

Feedback — The process of monitoring one's responses. This refers to the information fed back to a student (or a teacher) which verifies the correctness or incorrectness of their be-

havior (responses). When it confirms a correct response it can serve to strengthen that response. Incorrect pupil behavior as feedback can indicate inappropriate material and/or teacher behavior.

Figure-Ground — Tendency of one part of a perceptual configuration to stand out clearly while the remainder forms a background or for the background to stand out and subdue the clarity of the figure. This can cause a student to attend to the wrong aspects of material presented.

Fine Motor — see "Motor"

Gross Motor — see "Motor"

Hands-On — An approach to learning which includes all learning modes but emphasizes the tactile-kinesthetic. The student learns by doing, such as that used in art, construction and automotive classes.

Hyperactivity — Disorganized, disruptive, and unpredictable behavior; seems to be an overreaction to stimuli. Examples might be: student jumps out of seat or has difficulty sitting still, or may be distracted by things apart from a lesson.

Kinesthesia — The sense by which muscular movements are perceived — one of the learning modes. An example might be bodily movement while practicing a concept. Feedback from muscle sense is critical to learning psychomotor skills.

Language Process — The habits associated with decoding, association, and encoding of symbolic, including perceptual information such as reading, writing, answering questions (written or oral) putting ideas into words (written or oral).

Modality — An avenue of acquiring sensation. Learning modes include visual, auditory, kinesthetic, and tactile. A student may favor and be able to learn more effectively with emphasis in a single mode.

Motor — Pertaining to the origin or execution of muscular activity, such as: Fine motor — ability in writing or manual dexterity in manipulating small movements; Gross motor — development and awareness in large body movements, ability to execute a dance routine or throw a ball, includes walking, running, throwing, muscular strength, coordination.

Multisensory — Generally applied to training procedures which simultaneously utilize more than one sense modaility. Use of multiple sense modalities to teach increases learning greatly. Use of visual-auditory approach such as a board demonstration while speaking or watching a film on TV. Use of all four modalities would be where student could see, hear, touch, and manipulate that to be learned. In a photo class a student could see the camera, listen to lecture about it, touch the camera, getting the feel of snapping the shutter or advancing the film and learn how to use it by going through all the movements.

Patterning — The regimen of development exercises for treatment of motor and learning disorders. Going through movements such as how to throw or dance would be gross motor patterning and tracing letters would be fine motor patterning.

Perception — Recognition of a symbol with or without distinguishing meaning. For example, visual perception impairment can greatly affect reading ability, reading graphs, ability in art, and ability to use a ruler. Auditory perception impairment can show up in a student's confusion or misunderstanding of sounds, words, or information given orally often resulting in inappropriate responses.

Perservation — The tendency for a specific act of behavior to continue after it is no longer appropriate, related to difficulty in shifting from one task to another. An example would be a student who would want to write all period instead of shifting to verbal activities or instead of going on to his next class.

Process-oriented Learning — Those methods emphasizing the processes of language such as decoding, encoding, and memory as distinguished from task-oriented learning.

Psychomotor — Pertaining to the motor effects of psychological processes. Psychomotor tests are tests of motor skill which depend upon sensory or perceptual motor coordination.

Reinforcement — An event following a behavior (response) which serves to strengthen or increase the frequency of the behavior. A teacher praising a student's behavior involves both social attention and feedback as reinforcement.

Reversals — A rather common learner response to stimulus material which occurs in backward fashion such as reading **saw** as **was**, **no** as **on**.

Sensory-Motor — Pertaining to the combined functioning of sense modalities and motor mechanisms.

Tactile — Pertaining to the sense of touch. For example, student can perceive smoothness, roughness, roundness through touch.

Task-oriented Learning — Teaching methods which emphasize the **content** of the material to

be learned as distinguished from process-oriented learning.

Time Orientation — The ability to judge lapses of time and to be aware of time concepts. Disability may show up as having no regard (awareness) of time such as coming to class late. May have difficulty relating time concepts in history.

TMR (Trainable Mentally Retarded) — Not in regular school program. This person can be taught basic self-care and simple routines in work but has great difficulty learning abstractions such as symbols, concepts or any form of generalization.

VAKT — A multisensory teaching method involving **visual, auditory, kinesthetic,** and **tactile** sense modalities. See "Multisensory".

Visual Acuity — The ability to see objects in one's visual field and to differentiate them. May show up in reading as confusion of **then** and **when**, or **why** and **who**, **there** and **their**, or **here** and **where**.

Visual Memory — The ability to recall accurately prior visual experiences such as recalling information. Disability may show up as faulty copying of notes or of blackboard information.

Visual-Motor — The ability to relate visual stimuli to motor responses in an appropriate way.

Visual Motor Fine Muscle Coordination — The ability to coordinate fine muscles such as those required in eye-hand tasks in art or practical arts classes.

Visual Perception — see "Perception"